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For the purposes of (1) developing a forward looking approach to the multiple problems of social, political, and economic origin in the urban complex as they relate to the community college, (2) planning various ways in which Chicago City College (CCC) can prepare to meet changing needs of urban education tasks in the 1968-80 era, and (3) encouraging better student, faculty, and administration performances required for a more effective education, a planning conference was convened at CCC in 1967. David Bushnell of USOE spoke on the 2-year college's responsibility to provide comprehensive education, technological and occupational education, and adult education while attempting to teach suitable amounts of general education. His comments were structured around societal trends affecting education, signs of educational improvement, innovation at CCC, and ways in which CCC can serve the community. Harold Mayer, a University of Chicago professor, discussed the conditions that make CCC a significant contributor toward improving the educational and economic life of Chicago's residents. He spoke on employment opportunities in Chicago, education for employment, planning for the future, and challenges to CCC. A list of conference recommendations constitutes 14 pages of the report. (DG)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THIRD ANNUAL PLANNING CONFERENCE

CHICAGO CITY COLLEGE

DECEMBER 2 THROUGH 4, 1967

JC 680 277
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UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

The Third Annual Planning Conference of Chicago City College was held from December 2 through 4, 1967, at the Pick-Congress Hotel, Chicago, Illinois. More than 400 persons were present, including members of the faculty and administration. What follows is a report on the Conference, an abstract of two of the papers presented to the participants, and a chart of the recommendations and implementations that were decided upon during the meeting and acted upon during the first six months of this year.

The previous Planning Conferences provided faculty, administration and students an opportunity to express their interests and needs, as well as to help chart the course for Chicago City College. As a community college, this institution of higher learning is dedicated to serving the needs of the City of Chicago.

WHY ANOTHER PLANNING CONFERENCE?

by Ralph Mansfield

Professor of Mathematics,
Loop Campus

The summary of the results of the Third Annual Chicago City College Faculty Planning Conference appear in a different format than that of the preceding conferences. The principal reason derives from the agreement between the Chicago City College Faculty Council and Oscar E. Shabat, Chancellor, that the planning resolutions adopted by consensus at this conference would be implemented as quickly as possible. To make this possible, one faculty member was to be relieved of teaching obligations in order to devote full time to the implementation of the resolutions.

The Conference took place at the Pick-Congress Hotel in Chicago over one week-end, December 2-4, 1967. The program copy made part of this printed record indicates the broad range of problems that engaged the full-time attention of conference participants. Talks by Dr. Gerald Smith, Executive Director of the Illinois Junior College Board, the Honorable Anthony Scariano, Illinois House Representative, the Honorable Richard Nelson, who recently resigned as Chairman of the Board of Governors of State Universities, State of Illinois, were collateral to the immediate problems concerning Chicago City College in a time of urban stress. Their talks are part of the permanent record of the Conference and are on file in the Chicago City College Resource Library at 180 North Michigan Avenue.

The Conference objectives established by the Program Steering Committee were:

1. To develop a forward looking approach to the multiple problems of social, political and economic origin in the urban complex as they relate to the community college.
2. To plan, according to the most reliable forecasts, the various ways in which Chicago City College can prepare to meet changing needs of the urban multi-campus community college education tasks in the 1968-1980 era.

To encourage better student, faculty, administration performances, to meet the needs of shifting educational emphases required for more effective education of Chicago City College students, in the 1968-1980 era, and to encourage the Board of Junior College District No. 508 to plan boldly for the required physical and fiscal resources.

The objectives were not completely attained but significant progress was made toward those goals. Implementation of the Conference resolutions has proceeded, and continues to proceed, in several directions. The Chicago City College Faculty Council has responsibility for implementation of several resolutions. Most of the resolutions will be implemented by the Central Administration and the individual campus faculty-administration efforts. The task of the "implementer" is to encourage positive acts of faculty and administrators to convert the conference resolutions into procedures and policies.

A very important achievement of the Conference was the establishment of a Special Curriculum Committee, consisting of Harold Polsky, Assistant Professor of Social Science, Bogan Campus, Jeanette Skarbek, Associate Professor of Biology,Wright Campus, and Geraldine Williams, Associate Professor of Business, Southeast Campus, to investigate trends in general education requirements in higher education. This committee was charged to hold hearings on the general education requirements for various Chicago City College curricula on the various campuses; to consider the findings along with the trends; and to report back to a faculty conference in June, 1968. This is the first such investigation that has been undertaken in Chicago City College with committee members relieved of all teaching obligations. The results should be significant in subsequent curricula proposals to teach students how to become useful members of an urbanized society beset with so many unresolved problems.

The keynote speaker, David Bushnell, Director of Comprehensive and Vocational Research, U. S. Office of Education, set the tone of the Conference when he focused his remarks on the two-year college's responsibility to provide comprehensive education, technological and occupational education, and adult education while attempting to teach suitable amounts of general education. His address touched upon many areas of faculty interest as evidenced by the questions and answers that followed. The address by Harold Mayer, Professor of Geography at the University of Chicago and an authority on urban planning, discussed the conditions that make the role of Chicago City College that of a significant contributor toward improving the educational and economic life of Chicago's residents. There is considerable material in this address to engage the attention of the Chicago City College Master Plan Committee--another closely related outgrowth of the Conference.

The Conference Program Steering Committee was charged, at the close of the Third Conference, to continue planning for a Fourth Conference which would use these results as a basis. The Committee is continuing to function and should have some plans ready for faculty discussion at a very early date.

The Conference could not have taken place without the cooperation of many individuals, faculty, administrators, staff personnel, Board members, and friends of the College. To all of these, with apologies for not listing individual names, the thanks of the Steering Committee, and the Chicago City College Faculty Council, is publicly extended. Hopefully, the work initiated in this significantly different manner, will be carried forward and improved by succeeding groups of dedicated, well-intentioned individuals. There must continue to be a joint endeavor to attain and maintain national prominence for Chicago City College's capabilities to meet the new educational challenges of the 70's and the longer range uncertainties of the 21st Century.

THE URBAN COMMUNITY COLLEGE:
AN INSTITUTION IN TRANSITION

by David S. Bushnell

Director of Comprehensive
and Vocational Research
U. S. Office of Education

During the past decade, public school education in the United States has been in a state of ferment unparalleled in its history. The population waves started by the war baby boom are now washing through the institutions of high learning. The demand for diaper services has yielded to a rising clamor for birth control pills. As all of you are well aware, the demand for education has also increased sharply. Just about every parent wants his child to have a college degree. For all segments of society, education has become the key to success and equal opportunity. Paralleling the increased demand for all forms of education has been an increased demand for post-secondary technical education, together with a well-developed set of basic learning skills.

Today's toddler will be a college graduate in 1985 and a pillar of society in the 21st century. Any educational program that takes its task seriously today must consider the world in which its graduates and dropouts will live tomorrow. Let me begin by outlining some of the more obvious societal trends (these trends were previously identified by Dr. David Goldberg, Advance Planning Officer, Program Planning and Development Staff, Bureau of Research.) and then summarize some of the issues which you as members of a large urban community college will confront in the next ten to fifteen years. After that, I confer my mantle of oracle upon George Orwell and his more eloquently phrased Treatise, 1984.

Societal Trends Effecting Education

TREND I: The population of the United States in the year 2000 will be on the order of 300 million people, the majority of whom will live in huge urbanized areas and work in mammoth organizations. As population density increases, space and privacy will be at a premium. We will find ourselves in closer contact with more people more hours of the day. While the number of such contacts increases, their duration will decrease due to greater mobility. This is in marked contrast to our agrarian past in which acquaintances were few and friendships grew and matured throughout a lifetime. Moreover, a larger percentage of the work force will be in human service occupations: teaching, nursing, recreation, counseling, etc. The inter-personal techniques and communication skills (or lack thereof) which served us so well in the past will be ill-suited for life in the future.

__TREND II__: With increasing technological sophistication, society and its problems are becoming more complex. At the last turn of the century Orville and Wilbur Wright could design, build, and test an airplane with some basic mechanical skills and a few simple tools. At the turn of this century such an endeavor will require the efforts of hundreds of thousands of highly trained specialists working with sophisticated computers linked by satellites that are out of this world. In a word, society is becoming more complex and more dependent on sophisticated problem solving skills.

__TREND III__: The per capita consumption of energy is on the increase. We can see it in the H-bomb, the power mower, and the electric guitar. Physical energy can be transformed into power, but there are other forms of power coming into prominence--the power of the mass media to inform or misinform; the power of a government to use or abuse its delegated authority; the power of an individual to create, prevent, and actually transform life; the power of drugs to alter states of consciousness and behaviour; the power of computers to direct, control, store, and process information. And all of this increasing power is placed in the hands of human beings, thus demanding a far wiser population than has been necessary in the past.

__TREND IV__: The world has been "shrinking" since Columbus and Lindbergh. We have entered a new dimension when the SST puts us in Paris in 3 hours, an astronaut circles the world in 90 minutes, and an orbiting satellite provides virtually instantaneous communication with any place in the world. This ease of accessibility to foreign lands, coupled with increasing leisure time and personal income will lead to an even greater number of intercultural contacts. In some of the more affluent high schools over half the student body has already been abroad one or more times. As we move increasingly toward international cartels; multilateral armed forces; world health, agricultural and scientific organizations; and, eventually, maybe world government, a high degree of intercultural sensitivity will be required of all of us.

TREND V: Most God-fearing, law-abiding, self respecting men of our age are surprised, sometimes pleasantly so, by mini-skirts and LSD, by electronic music and long hair. And we are due for more shocks because there has been a generational break in values; the day of the gratification-delaying, other oriented man is over. This change in moral climate, most prominent now among college students, reflects the machinations of many social forces, but two seem paramount. The first is abundance. Never in the history of man have so many youths been born into a world of such material abundance. The satisfaction of material needs introduces a new set of spiritual or psychological needs--the need for self-realization--a sense of personal worth--a feeling of belonging and acceptance together with a sense of self-reliance. These are the forces which motivate the affluent society.

A second major factor is change. The momentum of science has dislodged many of our more temporal values or codes of conduct. In their place, we find among the present generation a higher regard for honesty, less hypocrisy, deeper human relations, and a sense of control over ones own destiny. Coupled with this emphasis on the more universal ethical code is a desire to lead what they believe will be a more fully satisfying and meaningful life than their elders. While these values are widely spread throughout the younger generation not only here but abroad, they can most vividly be seen among such divergent groups as Peace Corps volunteers, student activists, and even the hippies. As this trend grows, the schools will be increasingly called upon to be more democratic, honest, and humanistic.

With the accelerating rate of change in society, consumption patterns, generational values, industrial processes, and even military strategies are changing. Moreover, due to the increasing interrelatedness of things, changes in any given area are likely to have ramifications for many other seemingly unrelated areas. This is most clearly seen in the potential impact of technologica developments on education. To meet emerging needs and tap new resources, to facilitate desirable change and constructively resist unwanted change, requires a self-renewing population; "In a world of change the versatile individual is a priceless asset." (John Gardner, *Self-Renewal*: *The Individual and the Innovative Society*). Our society is dependent upon our educational system, which must itself be self-renewing. However, important advances in the technology and theory of learning are just beginning to trickle into a small percentage of our schools.

Signs Of Educational Improvement

There are at least four major "happenings" which we can recognize in American education that give promise of improving the quality of education. Significant changes in the curriculum, new learning concepts, the new instructional technology, and improved school facilities.

Present-day curriculum is under pressure from dozens of scholarly groups who want to bring about a better alignment of school offerings with recent scientific and technological developments. Many of these new approaches--the new math, the new physics, and social studies--are geared to what has been called the "discovery process." The students are permitted to discover for themselves the basic laws and principles underlying a particular discipline. There is less demand for memorizing and rote learning; more of the emphasis is now on learning how to learn. These curriculum developments require brand new texts and are often geared to the needs of specialized student groupings--slow learners, gifted children, and the culturally deprived. The Office of Education has invested over $28 million in the last six years on curriculum research. Considerably more money will be invested during the next ten years in search of answers to such questions as: "When to teach what?" "How best to utilize a student's time?" "How to measure and stimulate student abilities and attitudes?" and "How to synthesize and put new knowledge to work?"

Moving from curriculum developments to the recent discoveries in learning, much is being said about the need for individualized instruction designed to meet the needs of students from varying backgrounds and with varying abilities. It has become commonplace to observe that learning readiness and academic achievement appear to be as much a function of teaching method as of subject matter; even two and three-year olds are being taught to read. Variations in cultural background, learning aptitude, and interest are also recognized as prime determinants of a student's level of achievement. Schools are responding to these advances in instructional theory by organizing non-graded and multi-graded classes and by grouping students according to interests and abilities. In addition, experiments with team teaching and other cooperative techniques permit flexibility of class size and better matching of teacher ability with the subject to be taught. In other words, there is a strong trend towards learner-centered as against teacher-centered teaching.

Flexibility resulting from the use of computers also benefits the student. Computers now make it possible to schedule each student on a six to ten-minute time basis; thus, programs may be adapted to individual requirements. Some are forecasting that junior college students will soon be spending up to 40 percent of their time in independent study, 20 percent in small seminars, and 40 percent in the more conventional group instruction. Learning centers will be utilized to offer an optimal sequence of curriculum units tailored to each student's requirements. Such a trend, hopefully, will give teachers more time for tutorial programs.

A third "happening", one which has been given great publicity, is still not quite off the launching pad. Leading educators and business men are counting heavily on the new instructional technology to produce major improvements in the effectiveness of teachers, while at the same time helping to stretch the educationa dollar. Audio-visual devices, such as language laboratories, have already created new markets for the hardware manufacturers. ETV and motion pictures are bringing excellent teachers to larger audiences and making laboratory experiments more visible. Teaching machines and student study carrels dovetail very nicely with the trend towards individualized instruction. New programming techniques may make it possible to teach such skills as critical thinking, creativity, and problem-solving. Libraries are being converted to centers where students and teachers can check out audio-visual materials as well as books and periodicals.

Schools, themselves, are beginning to renovate existing structures and develop great flexibility in the use of floor space to accommodate these new developments. Harold Gores, President of the Ford Foundation's Educational Facilities Laboratory, has described the schoolhouse of the past as a "big box." A school of fifty classrooms in fifty one-room schools. The bell rings, the students go into the box and the door is closed. This is the teacher's domain; and for 45 minutes, or until the next bell rings, students and teacher are trapped together. The bell rings, they get up, they play musical chairs. Ten minutes later, another bell rings, and everybody has found his new box, reconstituting a new one-room school.

Hopefully, the old egg crate is beginning to disappear. We are now getting clusters of classrooms, taught by teams of teachers. Each teacher handles those topics on which he is most expert. The classroom itself, is beginning to look more and more like a living room. Schools are being designed to create a favorable learning environment to help speed the learning of the youngster, not just to store this group of non-voters in an economical and indestructible cage. It is beginning to be looked upon as an environment which recognizes the importance ot the student as well as the teacher.

Innovation at Chicago City College

These are the trends with which I'm sure you are familiar--ranging from radical changes in course content, teaching methods, to altered school design and instructional equipment. What is the relevance or potential impact of these changes upon the Chicago City College system? The answer is very little unless you begin right now to make a critical appraisal of where you are and where you are going. The promise is a new kind of educational program which incorporates the idea of an individualized continuous progress curriculum with instructional techniques that emphasize the active involvement, positive achievement, and independent decision-making of your students. Graduates from your programs should be able to exercise a number of options--work, continued education, work and study, even leisure. But they should leave with the self-assurance and basic reasoning skills which equip them to accept their responsibilities as parents, citizens and workers.

Because the makeup of the Jr. College student body is often heterogeneous, even more so than that of our elementary and secondary schools, the demands made upon the Jr. college teacher differ greatly from those made upon teachers in high schools and in four year colleges and universities. Dr. Roger Garrison, a former Vice President of Briarcliff College, recently completed a year long study of junior college teachers and he has made some interesting observations:

> "Markedly different are his conditions of instruction , his aims, and his professional philosophical attitudes toward his task. Not simply a post-high school instructor of grades thirteen and fourteen, he is, in his own view, a participant in a new kind of collegiate effort, as yet ill-defined and in furious flux . . . . He is aware that he is being asked to function professionally in an unprecedented situation, and he is deeply concerned about this professionalism, in the best sense of that term."

Students come to junior colleges with a wide range of interests and abilities. Teachers of these young people, therefore, should be learner centered. They must be prepared to present college level material for the student who plans to transfer to a four-year institution and yet reach those students whose interests and abilities are not specifically academic. The obligation to know and understand his students and to plan his curriculum with that awareness in mind is an important responsibility of the junior college teacher.

Unfortunately, much of what is now taught in our public schools fails to recognize that most graduates must enter the job market with not only entry level job skills but with basic learning skills which make them capable of adapting to a changing technology. The tendency in the past to separate general and vocational education has penalized both those who plan to transfer to senior institutions and those who will quit at the end of high school or junior college. The transfer students are directed to college preparatory programs in the hope that this will enhance their chance for college admission. They have little opportunity to acquire a knowledge of the occupational world in which they will live and work as adults.

At the same time, vocational or technical students receive too little opportunity to develop competence in the basic educational skills which they must have if they are to cope adequately with present day society. They often find themselves being trained for a narrow range of job skills. Even if such students should qualify for their first job, they frequently change jobs or are forced to make choices from among a number of alternative career opportunities.

In terms of the need and opportunity for providing for the optimum development of all students, the junior college has a unique role to play. It is neither a high school nor a university and it is available for the most part to any student with the initiative to enroll. It has added a new dimension--a place where the academic and the vocational are offered side by side. It is unnecessary for me to review the potential of a truly "community" college. You have all been properly brainwashed long before now.

How Community Colleges Serve the People

A major function of the community college is to serve as a resource center, a facility (or multiple facilities) which remains open until late at night, 12 months a year and provides a wide variety of educational, cultural, recreational, health, and social services. The need for student services rivals the need for instruction. Strong counseling and remedial programs are frequently necessary. Other services such as welfare aid, legal aid, health services, and even child care ought to be concentrated at this community center.

The needs of adults for continuing education, retraining, and related basic education programs are also being recognized. It is self-evident that adults feel more self-respect when they can report that they have enrolled in a course at college as against an adult basic education program in a high school or elementary school.

To become a more effective instrument of social change, the urban community college must take on a more agressive role--by invading the educational vacuum which exists in most large cities--by providing self-help programs tailored to individual needs. The idea of the "beach-head" campus offers one promising development. Location of classrooms in store fronts, neighborhood schools, churches, etc. can attract those, who for one reason or other, are not inclined to venture from their own immediate neighborhoods. In Seattle, the basement of a church, a warehouse on the docks, and an aircraft factory all have been successful sites for classes. Some cities have even thought about and developed plans for communication linked classrooms which can be serviced from a central campus facility and operate on a satellite basis.

Not only should the community colleges be looking after those with ability but it must be concerned with those whose abilities are more modest. Those from deprived backgrounds who have low verbal skills and little academic talent we now know can be prepared to fill a wide variety of subprofessional occupations that are frequently essential in the community. However, the needs of low ability students are too often neglected by the traditional educational establishment.

Turning to another major function of the community college, its role as a learning center, I'd like to suggest that it is in a unique position to innovate in relation to its curriculum offerings. Typically in the past, secondary schools have felt constrained to gear their curricula to the entrance requirements of the universities. This has inhibited their freedom to innovate.

The community college, on the other hand, is not nearly so inhibited. Leaving aside for the moment those who transfer, all the other students are relatively free from the pressures of qualifying for university entrance. This means that for a substantial portion of its students, the community college can take a fresh look at the outcomes desired from any particular educational program, and, with a great deal of freedom, can design the most effective type of curriculum for achieving these outcomes.

For example, it is not necessary for a community college to offer "watered down" versions of university-level courses in sociology, economics, or history. Rather, it can examine the social and civic skills needed by its graduates and can design exciting new interdisciplinary programs expressly geared to the development of these skills. A parametric study now being conducted with U. S. Office of Education sponsorship will provide some solid experience and guidelines for the development of an individually prescribed, optimal set of learning experiences.

The last function is that of occupational preparation. Of course, in determining the occupational programs to be offered, employment opportunities in the community must be considered. It is essential that the community college work closely and cooperatively with potential employers and with related unions, public employment offices, and professional associations. Each institution--the college, the health facility, the health practitioner association--commands resources vital to successful programs; each has a "stake" in any educational program which graduates health manpower.

A "Guide for Health Technology Program Planning," developed under a one-year grant from the Department of Occupational and Vocational Education Research, U.S.D.E. and published by AAJC, provides a useful model for the development of occupational programs, not only in the health field but in other occupational areas as well.

Finally, the ability of the community college to serve the people depends upon a number of factors. First, it must actively seek out those who would benefit from its services. Second, innovations in organizational form and curriculum content are necessary. Emphasis should be placed on student involvement in what's being taught, a strong faculty voice in school policies and programs and a curriculum which makes sense to the consumer yet is rigorous in quality and content. Third, flexibility in program and policy is essential.

These are some of the problems which must be examined and answered before significant improvement in community colleges is possible. It is encouraging for me to state that new research resources in the Office of Education are becoming available and that those of you who are willing to participate in seeking solutions to these needed answers can now expect with some reasonable measure of assurance to find support for such interest.

CHICAGO 1978--PLANNING FOR THE FUTURE

by Harold Mayer

Professor of Geography
The University of Chicago

What will Chicago be like in the next ten years? This question can be answered only after examining its present status as one of the world's great cities. Chicago's metropolitan area by various definitions ranks somewhere among the first 10 metropolitan areas of the world, somewhere between 6th and 10th. We are the primary metropolis in an area of a million square miles, extending from the Alleghenies on the east to the Rockies on the west, from the Canadian tundra to the Gulf of Mexico on the south. There is no other metropolis in that vast area, population equivalent to one-third of the United States, which is even half the size of ours. We have seven and one-half million people, and are growing at the rate of over a million people per decade, or 100,000 every year--a population equivalent to that of Rockford, Illinois, or Madison, Wisconsin --added every year to our metropolitan area. However, all of the growth is taking place outside the city limits, in the suburbs.

The City of Chicago, itself, has a total population of three and one-half million and has virtually stopped growing since 1930. It is not an economically or physically independent city; it is the core, the central city of the metropolitan complex. This complex, in turn, is but a part of a larger continuous urban development people lately have been calling megalopolitan, or super metropolitan. The megalopolis is L-shaped and extends around the southern and western shores of Lake Michigan, from roughly South Bend, Indiana, to Green Bay, Wisconsin. This area is 250 miles long and has a population of over 10 million people. You cannot adequately discuss Chicago's future without thinking in terms of these larger areas. Chicago City College, therefore, will have to face the problems of its future role in the metropolitan and megalopolitan areas, in the nation, and in the world over the next decade or two.

In predicting Chicago's future, we can project past trends, but all that this projection will tell us is that if things are the same in the future as they were in the past, then certain things will happen in certain quantities and directions. And the one thing that is unchanging is the fact of change itself. So we do not have too much confidence in projections except as a starting place from which we can measure the effects of the programs that we initiate in every institution, in every kind of business and in every individual home, within the area.

What we are most concerned with is the people, for as Shakespeare said, "the City is the people." We want to know how many people and what kinds of people. But more important than these questions are: what are their aspirations, what are their traditions, what are their desires, and what are their emotions. This is the knowledge that furnishes the basis for planning, not just the demographic projection, the crude population figures. The quality of life in an urban environment should be our major concern. We start with the environment itself only because it is the stage upon which the drama of human life is enacted.

Employment Opportunities in Chicago

Chicago is approaching maturity in some respects. The rate of growth of the metropolitan area is slowing up. There are cities which are growing faster than we are. We may be the second city in the United States if municipal boundaries are considered, but we are now a poor third among the metropolitan areas of the nation. It is true, our metropolitan area did grow 36% in the last decade, with all the growth taking place in the suburbs. However, we are not growing as fast as Los Angeles, Houston, Phoenix, Albuquerque, Huntsville or Cape Kennedy. One reason is that we don't have the physical climate that makes cities in California, for example, popular.

The industries in the metropolitan area are taking advantage of this climatic difference. This is not to say Chicago has given up leadership in all areas. We are world leaders in the number of employees in the electronics industry, for example. We still lead in transportation. Among all cities of the world, we are still the largest railroad center, second in air transporation, have the largest inland waterport, and we have the busiest airport. It is in the mass production industries, where we have led in the past, that Chicago is rapidly losing ground. A leading example is the meat-packing industry. Although Detroit is considered the epitome of mass production and the assembly line, they were really developed in Chicago's meat-packing industry. (The sectioning of the animal and the packaging have traditionally been mass production operations.)

The meat-packing industry was the traditional economic base of industrial Chicago for many decades, but now it is disappearing. Between 1957 and 1962, the four leading meat packers folded up their establishments. The economics of scale changed, the marketing conditions changed and the plants became obsolescent. They preferred to move out rather than revamp their operations in Chicago. Now we rank only 5th or 6th in receipts of live stock, and most of that is simply unloaded here overnight for sale and then it is moved to a market somewhere else. So we have to import our meat from other parts of the country and other parts of the world.

The loss of important industries, such as meat-packing, contributes to Chicago's unemployment problem. Unemployment also results from the modernization of industrial plants, such as steel. Chicago is the leading steel producing center in the world; it has been that since 1954. We can see a tremendous expansion taking place with every one of the large steel companies in the metropolitan area increasing its capacity, modernizing its plants. There are three huge new plants under construction in Indiana, one of which will probably be among the largest in the world. Every time the steel plants modernize, they increase their productivity at a much faster rate than they increase their employment.

Not only in steel but in all our industries, there is an insatiable demand for efficiency in marketing. For example, railroad employment reflects this trend. We have only about one quarter as many railroad employees now, as we had four decades ago, in spite of the fact that in 1966, the railroads of the U. S. handled more freight traffic than in any other year in history, including the peak year of World War II.

Our technological efficiency, economics of scale, automation, mechanization, and the demands for production to outstrip employment all mean that Chicago, like other cities of the world, is going to be faced either with unemployment, acute unemployment, or it is going to be faced with the problem of surplus time.

Education For Employment

It seems to me that the education for the use of time and for more effective employment opportunities are the two leading problems that you as faculty of Chicago City College have to consider. Moreover, of all institutions of higher learning in this area, Chicago City College has the most unique opportunity, because by the law which created it, it has to be comprehensive; it has to involve all kinds of education, not just one kind. It cannot skim the cream, the way the private universities can. It isn't primarily a research institution, or a graduate school. It has to involve adult education for vocations.

What kinds of programs should be taught in your Community College? Consideration must be given to a growing variety of student needs. The transfer students, the terminal students, those interested in vocational courses, and those who need to improve their general educational background all must be considered. Plus, some of your students will be full time, others part time, and still others TV College students. Your college is more comprehensive than any other institution in this area.

The diversity of the population in the area that you serve must also be considered. We are not unique in this respect. There is a very similar problem in New York, London, Paris, Tokyo--all over the world in the great metropolitan centers, the "world cities" as they are called. We have a diversity of racial background, of cultures and languages, and as we become more cosmopolitan, the jet aircraft puts us within 3 or 4 hours of any place in the world. In addition, as the St. Lawrence seaway opens up more and more of our commerce to the ports of the world, the population from all over the world will see the diversity of opportunity Chicago offers, and they are going to increasingly come here.

One of the great advantages of a metropolis like ours is the maximization of opportunity it offers. There can be room for all kinds of social environment and economic opportunities. It is the largest center of heavy industry in the world, but heavy industry does not dominate our economy. It is the center of headquarters operations, of administrative offices for great corporations, regionally as well as nationally and internationally. We have only to look at the central business district to see underway the greatest boom in office building construction that this city or any city in the world has ever known--and with every prospect of it continuing into the future.

Chicago offers people the opportunity to live in an environment of their own choosing, somewhere in the city or metropolitan area. People can choose whatever job they are qualified for, or they can qualify themselves for other jobs in the metropolitan area, in theory at least. (This, of course, is your responsibility.) They can change their home and not change jobs, or change jobs without changing their home.

Planning for the Future

What provisions are being made so that the land area of Chicago will be able to support its people in a good overall environmental atmosphere? For the first time within the last year, we have had two publications from two planning agencies, which have given many years of study to this problem and throw some light upon the quality of the future environment. In December, 1966, we had the publication of THE COMPREHENSIVE PLAN OF CHICAGO, by Chicago's Department of Development and Planning, and for the first time in any major city, the principal concerns were not just physical problems of how many buildings, where they should be placed and where the transportation lines should go. I think the planners themselves, nationally and locally, are not increasingly concerned with qualitative as well as quantitative considerations. Just this past week, there were public hearings on the comprehensive plans of the metropolitan area, which are about to be published by the Northeastern Illinois Planning Commission.

The Northeastern Illinois Planning Commission is an advisory body, but it has powers delegated to it by the Federal Government to direct certain aspects of the physical development of the region which may effect the destiny of Metropolitan Chicago. For example, any federal funds coming here, including those in the City of Chicago, for urban renewal, for mass transit, for highways, for open land acquisition all require approval by the Metropolitan Planning Agency. They must conform with the Metropolitan Plan; therefore, it is potentially a powerful instrument.

In addition, we have a third planning agency, the Chicago Area Transportation study. Because of the importance of transportation in providing accessibility, the results of the Transportation Committee's Study are now incorporated as a part of both the City and the Metropolitan Plan. These three agencies have worked together for a number of years. For the first time in the history of Chicago we have a transportation plan, a city plan, and a metropolitan plan, which in all essential respects are mutually compatible. Because of this, if these plans are acceptable to the city and the region, we have some guide lines by which individual institutions in that general framework can do some planning of their own. I urge you to read the comprehensive plan of Chicago and the metropolitan plan which has now been published in draft form and which we hope will be officially adopted in the very near future.

In both the Metropolitan Plan and the City Plan, we have what the Planning Department calls "corridors of high accessibility" radiating out of the Loop in every direction, with expressways, transit lines, and increasingly, a combination of the two. In the suburbs the Northeastern Illinois Planning Commission favors the so-called "finger plan" which is simply the outward radial extensions of these corridors of high accessibility. In developing your campus programs and locations, you must bear in mind the problem of accessibility, because you obviously can't duplicate the same kinds of courses entirely in each of the campuses. You will need to have interchange across the city and indeed between the city and suburban areas. So that in selecting not only programs but also sites, you have to bear in mind the question of relative accessibility. Your campuses should be located along main transportation corridors. This is especially important since a significant proportion of your students are going to be, at least for the time being, disadvantaged when they come to you and will not have access to private automobiles.

Another study concerned with planning for Chicago's future took place at the University of Chicago. It resulted in a report that was finished last year for the Mayor's Committee on Economic and Cultural Development, the Mid-Chicago ECONOMIC DEVELOPMENT STUDY. The study took a major part of the central city, extending roughly from Lake Street south to 79th Street, from Lake Michigan to the Western City line, excluding Hyde Park, which is a special problem in its own right. We found that in that area in five years, from 1957 to 1962, there was a net loss of 76,000 jobs. The people who live in that central city area experience an unemployment rate of 10% compared to less than 5% in the city as a whole. Their educational level on the average is at least 2 to 3 years below that of the city average.

The Negroes in that area, representing considerably more than half the population, have a higher educational level than the whites, which means that, in proportion to their abilities and achievements educationally, they are doubly disadvantaged. This is a very distressing problem indeed.

The report recommended to the city that a wide variety of programs be studied. Some of them are in the process of implementation now. Some of them have been incorporated as features of the Comprehensive Plan of Chicago. So we do know approximately where, if all goes well, we will be headed. One place we will head is towards a reduction of the frictions which are produced by the dichotomy between city and suburbs. As the population pressures continue to build up in the city, and as urban renewal produces at least a slight reversal of the migration of middle income and upper middle income people and families out from the city, the suburbs and city alike will achieve a greater variety of residential background. As industries take a second look at the city before they close their plants and move to the suburbs where they are going to have difficulty recruiting the kind of labor force that they really need, we are going to have a greater similarity between some communities in the city and some communities in the suburbs. We are going to have, I think, in the future, a reduction in the frictions and disagreements between the various boards of higher educational institutions, the Board of Governors, the Board of Regents, University of Illinois and Southern Illinois, etc., but this will be a slow and painful process.

A Challenge to Chicago City College

Your community college, located in the central city, is charged with the broadest responsibility of any of the institutions above the secondary school level to grapple with the problems of planning for the future. Every student you have is going to live in this millieu, in this environment. Your students are going to have to find jobs in this complex, more demanding work than any known before.

There is almost no demand for unskilled labor, and where it exists it is not in the central city, near the center of population. The stock yards have moved out; common labor, unskilled and semi-skilled labor, is less in demand than the level immediately above it. The steel companies, for example, tell us that in Indiana they have 10,000 unfilled jobs, at the low levels of the economic scale, and yet we found 70,000 unemployed in the city, most of whom could fill those jobs, and yet they can't get to them. There is not much good transportation across the state line, and there is very little exchange of information between the employment offices in the two states. There is an unwillingness of many people to face this kind of a problem, of fragmentation, of jealousy, of petty rivalries, from one part of the region to another.

It seems to me that the Community college movement needs to look very carefully at this term, "community." What kind of a community are we serving? We have communities at all levels--a hierarchy--starting first with the local neighborhood; second, the City itself; third, the metropolitan area; fourth, the Middle West; fifth, the United States; and finally, the world. Many of your students will be working in the City, but some of them will work in the suburbs, in Evanston, and Oak Brook, where the increasingly larger, industries, the new businesse and the headquarters established for many kinds or organizations are located. Other are going to be working throughout the country and throughout the world.

It is important, therefore, that your students gain an outlook that extends from their local environment to regional and ultimately world conditions and problems. It is the obligation of a community college to serve the world community just as much as the local community. How this is done is for you to decide as educators.

RECOMMENDATIONS MADE AT
THE THIRD ANNUAL PLANNING CONFERENCE
AND THEIR IMPLEMENTATION

COMMITTEE A:

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
2.	"This conference recommends the immediate formation of a task force made up of faculty, administration, and students to review our past efforts and prepare plans for more effective remediation."	1. Survey existing programs 2. Consult Fellows on projects. 3. Study past documents	CCCFC
2.	"We recommend the establishment of a systematic procedure to involve the broader use of advisory groups in selecting college board members, such as is used in the selection of the present Chicago Board of Education members."	1. Study positive aspects of Board of Education procedure 2. Study other systems (N.Y.) 3. Study Citizens Schools Committee report on nominating procedure	CCCFC
2.1.	"This committee recommends support of the proposed Chicago City College Faculty Council procedure for administrative appointments."	A memorandum of understanding is being worked out by the CCCFC Committee "M" and the central administration.	CCCFC
2.2.	"This committee recommends the institution of a procedure to involve the Chicago City College Faculty Council in the continued evaluation of administrative personnel."	1. Consult with Committee "M" 2. Study procedures elsewhere 3. Consult with campus heads	CCCFC
2.1.	"The committee resolves that the CCC faculty must acquaint itself with the backgrounds and needs of its students, especially with the ethnic characteristics of minority groups. Particularly, the CCC faculty must concern itself with the cultures of Afro-American, Appalachian, and Spanish-speaking students."	Crane and Wilson campuses are conducting community surveys in their areas in cooperation with Loyola University. 1. Discover what local studies are being made. 2. Study various dimensions of this problem	Local campus and CCCFC

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
C.2.2.	"The committee charges the administration and faculty with the continuing responsibility of giving careful consideration to the impact of site selection, educational programs and community services for the purpose of promoting integration."	1. Criteria for sites 2. Examination of projected new campuses 3. Consult with Faculty Council Committee 4. Consult with CCCTU Committee 5. Dimensions of integration	CCCFC and CCC Adm.
D.2.	"The conference recommends the immediate institution of additional para-professional and experimental programs at various campuses. Care should be taken to prevent duplication of programs whenever such duplication would tend to obstruct integration."	New Innovations Center has released faculty members, full-time or part-time, to work on new or revised courses and instructional materials. New courses are being presented on various campuses. 1. Human Resources Institute 2. 3 day-care centers created Feb. 6, 1968 by Board Action No. 406	CCCFC and CCC Adm.
E.2.1.	"This conference recommends that the Master Plan Committee ensure that catalogs, course requirements, and all other rules and regulations be reworded to accommodate flexibility in providing programs of variable duration."		R. Mansfield-Liaison with Master Plan Committee
E.2.3.	"This committee recommends adequate released time for individual faculty members actively engaged in planning courses and programs to meet the needs of the expanding role and function of the CCC."	The Innovations Center has been created to coordinate this work. The Resolution carries over to local campus faculty involvement.	CCC Adm. and Local Campus

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
F.2.	"We are adamantly opposed to any tuition charges for resident students."	No proposal to charge tuition is under consideration in the CCC.	Master Plan Committee
G.2.	"All necessary measures must be taken to make the working conditions more attractive, including increasing salary and fringe benefits."	Contact CCCTU	CCC Adm.
H.2.1.	"The conference recommends changing the regulations to allow for honor courses, course credit by examination, independent study for credit, flexible class scheduling and other changes appropriate for a high quality transfer program."	1. Committee "A" of CCCFC is studying the matter 2. The Academic Deans are studying the matter	Joint Faculty-Adm. Committee
H.2.2.	"The administration should continue to foster the retention of smaller classes where necessary in special cases to meet the needs of our students."	No contrary proposal is under consideration	Local campus
I.1.	"A member of the Faculty Council should be relieved of his teaching duties next semester in order to help implement the resolutions of this conference and take the steps to prepare the environment to formulate the next conference."	Ralph Mansfield was assigned this responsibility	
J.1.	"The Faculty Council Steering Committee will consider establishing a committee to continue study of trends."	On January 31, 1968, the Master Plan Committee created Committee 1, whose full title is: "Committee of Population Projection, Student Enrollment, and Trends in Higher Education."	Liaison by Mansfield

COMMITTEE B:

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
A.1.	"Some general education should be a part of any occupational vocational-technical curriculum of 20 or more credit hours. It is not the intent of this motion to determine anything about the general education content of programs of less than a total of 20 semester hours of credit."	On December 21, 1967, Committee "A" reaffirmed this policy	Local campus implementation?
A.2.	"That a project be instituted immediately to evaluate and, as found necessary, to construct proposals for redesigning the present general education core and the specific courses that compose it; that the Chancellor be requested to grant full released time to three faculty members selected by the CCCFC to comprise a committee with adequate funds and adequate clerical staff to conduct this inquiry beginning in the spring term of 1968; that the committee be directed to seriously consider the establishment of a multi-track general education program taking into account transfer as well as the occupational-vocational-technical and remedial functions of the college; that the committee hold hearings at all campuses of the college; that the results of the inquiry be submitted to a special CCC conference to be called on only this subject, not later than June 1968."	Three faculty members have been appointed and are functioning as a committee	Liaison by Mansfield
B.1.	"The proportion between the various programs of the College be established on the CCC level and that the State Board requirements, in respect to allocations of facilities to programs, be considered on that CCC level."	On January 30, 1968, the Chancellor testified to this effect at a meeting of the Illinois Junior College Board	No immediate action required

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
B.2.	"Each campus establish some amount of its offerings in each of the program areas (i.e., Transfer, Occupational-Vocational-Technical, Remedial-Basic, Adult Education) and that each Campus offer a minimum of 5% and a maximum of 25% of total course offerings in the remedial-basic area for the fall 1968 semester. (Remedial-basic courses are courses numbered below 101.)"	To be discussed with academic and/or student personnel deans	
B.3.	"That apportionment of courses among the campuses be accomplished with the advice and consent of the CCCFC and local campus Faculty Councils."	The Joint Committee has jurisdiction	No immediate action required
B.4.	"That a Joint Faculty-Administration Committee be established forthwith to collect data and study conditions at every campus with respect to existing proportion regarding the extent of comprehensiveness and report back to a CCC conference. This conference will establish proportional allotments beyond the fall of 1968. This committee should be composed of representatives from all campuses to be selected by the Campus Faculty Councils and representatives of local and central administration. Based on these data and accumulated experience, this problem is to be re-evaluated at this conference."	In Spring, 1967, a Joint Faculty-Administration Curriculum Committee was appointed.	Liaison by Mansfield Joint Faculty-Administration Committee
C.1.	"Research to determine occupational trends and characteristics in business, industry, government, and other institutions."	Obtain expert consultation on metropolitan opportunities	Conference Committee engage experts
C.2.	"Construction and preparation of courses to meet the educational needs of adults in the community."	Courses are being prepared on various campuses	Liaison with Haimowitz

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
C.3.	"Research and study of existing programs in Adult Education.		Liaison with Haimowitz
(C.4.)	"Formation of advisory committees consisting of community members and the faculty to formulate the needs of the community and reflect them in a variety of educational programs."	Advisory committees being formed on various campuses	Liaison with Stevens
(C.5.)	"The committee further decided that Adult Education should be under the direction of some particular person on each campus. The faculties of the Adult Education Program should be drawn from existing faculty, members of the community, and other persons prepared to give instructions."	Dir. of Adult & Cont. Ed. on most campuses. Position in organizational chart for all campuses	No immediate action required.
(C.6.)	"There should be flexibility and experimentation in the presentation of courses and instruction. In many programs, particularly those designed to develop skill and practical learnings, there should be some form of individualized instruction approached from the point of view that the responsibility for learning is placed on the individual who should be in a contractual relationship with the teacher. Traditional construction, credit, and grading would not necessarily characterize all courses."	Example of creative use by a typing teacher of television instruction	Innovations Center
(C.7.)	"RESOLVED, that Chicago City College implement a series of courses to serve the needs in Continuing Education for leisure or occupational advancement of adults based on research into the needs of the community. These courses should be of varied durations and presented on campus and off campus. Some should be for credit		Liaison with Korim and Haimowitz

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
	and some should be non-credit courses. Instruction should be by either the group or individualized method."		
D.1.	"RESOLVED that since a disparity exists between the number of students enrolled in transfer programs and the distribution of student abilities as exhibited by high school grades and entrance tests, it is recommended that criteria shall be established for selecting students for entrance into transfer programs."	Matter under active study by CCCFC Committee "A" and the Academic Deans	Inquire as to status of studies
D.2.	"It is further recommended that the Coordinator of Instructional Services be requested to develop such recommendations and present them to the Chancellor and to the Chicago City College Faculty Council."	Office of Instructional Services is studying matter. Local campuses are experimenting with transfer plans.	Establishment of Criteria by CCCFC and with liaison of Instructional Services
D.3.	"It is further recommended that a progress report be submitted to the Chancellor and to the CCCFC before the spring semester for the admission of students to the transfer programs."	Inadequate time to implement	Office of Instructional Services
D.4.	"It is recommended that standards, when developed and accepted by the CCCFC, shall apply uniformly to all CCC campuses."	The Public Junior College Act of 1965, Section 3-7, establishes certain guidelines on admission standards. Committee "A" is working on a Statement, "A Selective Admissions Policy."	CCCFC

COMMITTEE C: HUMAN AND FISCAL RESOURCES

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
I.A.1.a	"While expressing general agreement with the present practices of recruitment and hiring, we recommend the adoption of more democratic procedures; that is, more active participation and responsibility on the part of the faculty for recruitment, hiring and evaluation in each department."	Union Agreement	Local Campus
I.A.1.b	"We recommend that the Central Administration continue to expand its active national recruitment program."	Present policy is being applied	Local Campus
I.A.1.c	"We recommend that serious and continuous communication with senior institutions and graduate schools be established on a crash program basis to determine the best possible route of study for the preparation of new faculty for the community college."	Meetings on this subject have been held with Roosevelt University, N. E. Illinois State College, and Northern Ill. University	Local Campus
I.A.2	"We recommend that mechanics be set up on each campus to involve administration, faculty and qualified and elected students to facilitate communication and influence decision making."	Broad program of shared authority	Liaison between CCCFC and Local Campus
I.A.3.a	"We recommend that all faculty be encouraged to attend and participate in conferences and conventions pertaining to the Junior College and to their academic specialties; and that time off and expenses be paid for such participation."	1. Union Agreement 2. Board Rules 3. Phy. Sci. Seminar	Local Campus

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
I.A.3.b	"We recommend that an orientation program for new faculty on the history, philosophy, and goals of the community college movement be established at each campus."		Liaison with Innovative Center and Local Campus
I.A.3.c	"We recommend that machinery be set up at local level to establish on-going in-service training dedicated to developing a commitment to flexibility and experimentation in education, and to acquaint them with the changes in social and moral values in today's society especially as they are reflected in the student body."	Chicago City College	Liaison with Innovative Center and Local Campus
I.B.	"We strongly support the concept of shared authority in the governance of the CCC at all levels."	Chancellor on record, Jan. 24, 1968	CCCFC and Local Campus
I.C.1.a	"We recommend a greater proportion of the budget be allocated to improve our counseling and supportive services. Where possible, we would establish a closer relationship with our feeder schools and devise more effective placement tests in the several disciplines which are appropriate to our student populations."	The 1968 Budget reflects a larger per-student expenditure and a higher counselor-student ratio	Liaison with Moughamian Local Campuses and CCC Adm.
I.C.1.b	"We recommend opportunities be created at each of the campuses to promote student activities which will meet the needs of our students and encourage student identification with the Chicago City College."	CCC has employed a consultant, Dr. Jane Matson of the Amer. Assoc. of Junior Colleges, on funded student activity programs and has sponsored several meetings	Liaison with student organizations on campuses and Local Campus

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
I.C.1.c	"We recommend former students be asked to evaluate our programs and suitable techniques be devised and implemented to accomplish this end."		Liaison with Moughamian Local Campuses and CCC Adm.
I.C.1.d.	"We recommend involvement of the faculty in student activities be considered an important part of their professional responsibility."		Local Campus
I.D.1.	"Although each campus should give priority to its immediate geographical area, we should consider the entire Junior College District #508 as 'the community' which the campuses serve."	Steps underway to form an all-city citizens advisory committee	Liaison with Grede and CCC Adm.
I.D.2.a	"We make greater efforts to educate the community about the Chicago City College and its services through individual participation by the faculty in community activities."	Bogan Faculty involved in school busing controversy	Local Campus
I.D.2.b	"The individual campuses provide appropriate and available physical facilities for use by the immediate community."	Practiced to some degree at present	Liaison with Local Campuses
I.D.2.c	"The faculty and administration of the Chicago City College should make every effort to secure community support for our endeavors in the form of physical facilities, in-plant training opportunities, and diverse materials and funds, in order to better serve the needs of the community,"	Extensive activity to obtain governmental and foundation grants	Liaison with Keehan, Local Campuses and CCC Adm.

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
I.D.2.d	"Toward the implementation of the above three statements, an effort should be made to develop reciprocal relationships between the campus and the community it serves. In particular, we will have to work with the community to update skills and retrain workers for changing technology."		Liaison with Grede and Local Campus
I.D.3.	"We recommend that each campus should have joint citizens' advisory committees of representative segments of the community."	Repetition of earlier point	Local Campus
I.D.4.	"We recommend we make a comprehensive survey of the requirements and resources of the community and the potential of the CCC campuses to meet their needs.	Repetition of earlier point	Local Campus and CCC Adm.
I.A.1.a	"We recommend that the State legislature increase the local tax rate limit to meet CCC needs without resorting to a referendum."		Liaison with Dr. Taylor, CCCFC and CCC Adm.
I.A.2.a	"We recommend that the conference go on record as favoring a state income tax."		Liaison with Dr. Taylor and CCC Adm.
I.A.2.b	"We recommend that the state fund all five aspects of the comprehensive program, including adult education."	The 1968 Budget does this.	CCC Administration
I.A.2.c	"We recommend full implementation of the Illinois Master Plan by the state at the level of 50% support for educational expenditures and 75% support for capital expenditures."		Liaison with Chausow and CCC Adm.

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
II.A.3.a	"In the area of federal grants, we favor less emphasis on specific, categorical grants and more emphasis on general grants to higher education."		Liaison with Keehan and CCC Adm.
II.A.4.	"In the area of foundation and private grants, we urge that funds be sought to initiate and continue such programs as are consistent with the goals and philosophy of the college."	OEO Grants, Allied Health Grants, and seeking others	Liaison with Keehan and CCC Adm.
II.A.5.	'We recommend local bonding money for capital development should be sought only when local supplementation of state funds becomes necessary."		Liaison with Chausow and CCC Adm.
II.B.1.	'We recommend that a comprehensive report on potential fiscal resources be undertaken as part of the CCC Master Plan."	On Feb. 7, 1968, Master Plan Committee established Committee No. 6 to deal with this.	Liaison with Committee No. 6 (Master Plan) and CCC Adm.
II.B.2.	'We recommend the schedule of student fees should be examined and revised."	The Deans' Committee on Fee Structure reported on this on Feb. 7, 1968.	Liaison with Deans' Committee and CCC Adm.
II.B.3.	We recommend that the CCC Master Plan include a list of priorities for the development of sites and buildings, giving particular attention to the early acquisition of sites for new development or expansion."	Master Plan Committee has appointed Committee 5 to deal with this area.	Liaison with Committee No. 5 (Master Plan) and CCC Adm.

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
II.B.4.	"In planning for new sites and expansion, we recommend that day and evening programs be equitably distributed around the city. Funds should be allocated according to need and not according to the pattern of past distribution."	Saturday classes have been established at Bogan and are being considered at Mayfair and Wilson	Liaison with Chausow and campuses and CCC Adm.
II.B.5.	"We recommend, as new campuses are planned, sites acquired, etc., that funds be set aside to support administrative-faculty committees to work closely with the architects."	This procedure has been followed at Crane, the only new campus thus far.	CCC Adm.
II.B.6.	"We recommend that funds be set aside at each campus for experimentation and innovation; these funds would represent sums over and above normal allocations to the campuses. Teacher-administrator committees should explore practices in other junior college systems."	1. $10,000 has been allocated to each campus as free funds available for experimentation, among other things. 2. CCC has joined the League for Innovation in the Community college.	Liaison with Innovations Center and CCC Adm.
II.B.7.	"In campuses currently sharing facilities, we urge immediate rentals of suitable additional facilities."	This is being done	Liaison with Local Campus Heads and CCC Adm.
II.C.	"We recommend that the budgetary process be a year-round effort and that the initial requests of the campuses be developed with the maximum participation of the faculty through budget committees. Campus budgets should initially be submitted in the spring. Any central administration adjustments in the original budget should be transmitted to each campus early in the fall so that final budget decisions at the campus level may also involve faculty participation."	Union and CCCFC	Liaison with CCCFC, Local Campus and CCC Adm.

	RECOMMENDATION	IMPLEMENTATION	RESPONSIBILITY
II.D.	"We recommend that the Chicago City College Master Plan Committee make studies of the number of students necessary to support a comprehensive program. It should make recommendations regarding the desired maximum and minimum limits of the number of students to be served by a new campus."	Two committees of the Master Plan Committee have been appointed (1 & 5)	Liaison with Subcommittees 1 & 5 (Master Plan) and CCC Adm.
II.E.	"In order for Chicago City College to implement a comprehensive program, we recommend that an overall permanent legislative committee composed of all those interested in CCC (faculty, administration, union, etc.) be established to coordinate the development and implementation of a legislative program."		Liaison with Board, CCCFC, CCCTU and Local and Center administrative bodies

CHICAGO CITY COLLEGE
THIRD ANNUAL PLANNING CONFERENCE
MEMBERS OF COMMITTEE "A"

Peter Senn, Chairman, Wright

Edith Barry, Southeast

Sidney Bernstein, Amundsen

Asta Bowen, Southeast

William Faricy, Crane

John Grede, Central Office

Laurie Hamburg, Fenger

Fred Hillbruner, Wilson

William Jordan, Wright

Otto Jelinek, Wilson

Herbert Kalk, Wilson

Peter Krager, Wright

Burton Robin, Wilson

Bernard Tarshis, Amundsen

MEMBERS OF COMMITTEE "B"

Norman Stein, Chairman, Wilson

Mildred Etten, Amundsen

Emmett Jones, Southeast

Ludmila Kodelsky, Fenger

John Kozicki, Bogan

Robert Krupp, Bogan

George Mather, Wilson

James Moldenhauer, Bogan

Betty Moorhead, Loop

Bert Schloss, Wilson

Albert Soglin, Loop

Ted Sunko, Wright

Samuel Weingarten, Wright

Geraldine Williams, Southeast

Michael Zibrin, Southeast

MEMBERS OF COMMITTEE "C"

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Leonard Altobelli, Amundsen
John Bowen, Loop
Aurora Haggard, Wilson
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Harold Messinides, Wright
Henry Moughamian, Central Office
Albert Paak, Fenger
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Rita Silveri, Wright
Bette Slutsky, Amundsen
Betty Stevens, Bogan
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CHICAGO CITY COLLEGE
THIRD ANNUAL PLANNING CONFERENCE
ROSTER OF PARTICIPANTS

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Sidney Bernstein--Assoc. Prof. Business
Norman Budow--Assoc. Prof. Social Science
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Mae Cowen--Assoc. Prof. Business
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Albert Derin--Asst. Prof. Mathematics
Carol Dittambl--Asst. Prof. Nursing Education
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Benedict Mayers--Assoc. Prof. Social Science
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Harriet S. Reeves--Asst. Prof. German
James L. Riedy--Asst. Prof. Journalism
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Elaine Rosen--Instr. Biology
David Rowlands--Instr. Physical Education
Howard Ryan--Assoc. Prof. Social Science
Sigrid Schoelch--Instr. German
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Bette C. Slutsky--Prof. Physical Science/Chemistry
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Hirama B. Cannon--Instr. Business Education
Rocco S. Caponigri--Instr. Mathematics
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Students

Michael Flynn
Loretta Mae

CRANE CAMPUS

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Patricia Bartley--Assoc. Prof. Library Science
Caroline Brown--Instr. Nursing
Vincent De Leers--Asst. Prof. Chemistry
Pat Dyra--Asst. Prof. Social Science
Georgia M. Elgar--Asst. Prof. Mathematics
William H. Faricy--Asst. Prof. Humanities
Morton B. Filerman--Asst. Prof. Psychology
Vera Goetz--Asst. Prof. Library Science
William C. Ibbs--Instr. English
Dorothea Jacobson--Instr. English & Allied Health
Mildred Jennings--Asst. Prof. Guidance
Paul Kadota--Instr. Counseling
James Kerr--Instr. Physics/Chemistry
Barbara Kessel--Instr. English
Beatrice Lumpkin--Instr. Mathematics
Edward P. Maibenco--Assoc. Prof. Zoology
Bartholomew A. Maina--Assoc. Prof. Biology
Helmut Meyerbach--Assoc. Prof. German
John Morrow--Instr. Counseling & Guidance
Morris Murphy--Assoc. Prof. English
James W. Piety--Asst. Social Science
Mary E. Plunkett--Prof. Business
Helen Roach--Assoc. Prof. Business
Elizabeth W. Seigel--Asst. Prof. Nursing Education
Irving B. Slutsky (Dean)--Prof. Phy. Science/Chemistry
Marian H. Stiller--Prof. English
Ronald Subeck--Instr. Speech
Dorothy Wilson--Assoc. Prof. History

Students

Andy Dominec
Herman Owens

FENGER CAMPUS

Doyle O. Bon Jour (Dean)--Assoc. Prof. Education
Ward Fleming--Asst. Prof. Political Science
Mary Louise Gries--Asst. Prof. Biology
Laurence Hamburg--Asst. Prof. Speech
Richard Harrison--Asst. Prof. Economics
Ralph Hladik--Assoc. Prof. Social Science
Pearl L. Jimenez--Lecturer Spanish
Barbara Ann Jones--Lecturer Art
Fred Kasner--Assoc. Prof. Chemistry
Ludmila Kodelsky--Asst. Prof. French
Albert P. Pask--Asst. Prof. Accounting
Bernard Rechlicz--Instr. Social Science
Evangelos Rousos--Asst. Prof. Political Science
Michael A. Sablich--Instr. Business
Theodore Thalassinos--Assoc. Prof. Social Science/Philosophy
Yung Ming Tse--Asst. Prof. Accounting

Students

Louise Gale
R. Piech

SOUTHEAST CAMPUS

Peter Andris--Prof. Mathematics
Robert A. Barkley--Instr. Biology
Edyth Barry--Assoc. Prof. Psychology
Merlin J. Benrud--Asst. Prof. Personnel Guidance
Asta E. Bowen--Asst. Prof. Mathematics
William G. Byrne--Asst. Prof. History
Janice D. Colley--Asst. Prof. English
Raymond J. Cosgrove--Instr. English
Edward A. Dixon--Asst. Prof. English
Anthony G. Federici--Asst. Prof. History
Charles H. Good-Lecturer English
Howard A. Gordon--Asst. Prof. Political Science
Mary B. Humphreys--Instr. International Relations
Emmett L. Jones--Assoc. Prof. Biology
Buford H. Junker--Prof. Sociology
Hubert A. Kalsch--Asst. Prof. History
Henry Kaxmier--Asst. Prof. Biology
James J. Kennedy--Instr. English
Dan Kletnick--Lecturer English
Walter Komiak--Asst. Prof. Physics
George Kvitek--Asst. Prof. Mathematics
B. R. McNabb--Assoc. Prof. Counseling
Burton Mendelson--Asst. Prof. Economics
Robert L. Morrow--Instr. Biology
John O'Sullivan--Asst. Prof. Accounting
Mary O'Sullivan--Instr. Business
Chester Pachucki (Dean)--Assoc. Prof. Mathematics
Roger A. Podewell--Instr. Geology
Harold Polsky--Asst. Prof. Social Science
Kathy Ruhl--Instr. English
Gilbert Schectman--Asst. Prof. English
Raymond Shapiro--Lecturer Electronics
Sam Stalnick--Assoc. Prof. Psychology
M. B. Stepto--Instr. Counseling
Robert H. White--Asst. Prof. Social Science
Geraldine Williams--Assoc. Prof. Business
Michael Zibrin, Jr.--Asst. Prof. Business/Accounting

WILSON CAMPUS

Yvonne Abatso--Instr. Counseling
Ewen M. Akin--Asst. Prof. Physics
Louise Ambuel--Assoc. Prof. Biology
Ora E. Anders--Asst. Prof. Library Science
Harold C. Billings--Assoc. Prof. Mathematics
Arthur Bloom--Asst. Prof. Business
Molly A. Bruckner--Assoc. Prof. Social Science
Larry Butcher--Asst. Prof. History
Mary Cain--Assoc. Prof. Home Economics
Lester Cook--Prof. Humanities
Charles R. Connell--Instr. English/German
Cynthia E. Daniels--Instr. Business
Harry J. Delfs--Asst. Prof. Chemistry
W. Drezdzon--Asst. Prof. Mathematics
David B. Erickson--Assoc. Prof. Social Science
Richard Erskine--Instr. Social Science
William S. Finucane--Asst. Prof. Business
Walter Fleisher--Asst. Prof. Art
Mary Goddard--Prof. Biology
A. Gordon--Asst. Prof. Social Science
Harlan P. Guest--Prof. Physical Science
Aurora Haggard--Asst. Prof. Spanish
Olga L. Haley--Instr. Social Science
Fred M. Hillbruner--Assoc. Prof. Social Science
Mavis Hoberg--Instr. Social Science
J. W. Jeanguenat--Assoc. Prof. Physical Education
Otto T. Jelinek--Prof. Music
Noel E. Johnson--Asst. Prof. Political Science
Philip Johnson--Asst. Prof. Chemistry
Herbert C. Kalk--Assoc. Prof. English
Wayne Kappel--Instr. Psychology
Kelsie G. Keeys, Jr.--Asst. Prof. Business
William C. Kosinar--Assoc. Prof. Psychology
Valerie Krol--Assoc. Prof. Biology
Harold M. Levy--Assoc. Prof. Airconditioning
Odette C. Martin--Instr. English
George V. Mather--Assoc. Prof. English
John W. Meyer--Asst. Prof. Engineering/Drawing
Michele C. Meredith--Asst. Prof. French
James G. Miller--Prof. Business
Charles Monroe, (President)--Prof. History
Elmer C. Nelson--Prof. Biology
Leon Novar--Assoc. Prof. Political Science

WILSON CAMPUS Cont.

Zelda Oppenheimer--Instr. Spanish
Lorraine Parker--Instr. English
Harold G. Paulson--Asst. Prof. Counseling
Florence H. Potter--Assoc. Prof. Art
Richard Ramis--Asst. Prof. Humanities
Burton Robin--Asst. Prof. Chemistry
Bert P. Schloss--Assoc. Prof. Political Science/Pub. Administration
Vivian M. Scott--Asst. Prof. Physical Education
Donald Edward Smith--Assoc. Prof. Humanities
Ruth Soloff--Instr. History
James E. Staruck--Instr. Business
Norman P. Stein--Prof. Mathematics
Joan W. Swift--Assoc. Prof. Child Psychology
Ramon Swisher--Asst. Prof. Biology
Ralph Vesecky--Assoc. Prof. Physical Science
Thyra Vickery--Assoc. Prof. English
Oscar Walchirk--Assoc. Prof. Guidance & Counseling
William R. Wambaugh--Assoc. Prof. Humanities
Kenneth Woodman--Asst. Prof. Counseling

Student

Vylenia Kuraitis

WRIGHT CAMPUS

Sylvia Anderson--Instr. Library Science
Howard O. Armstrong--Asst. Prof. Personnel
Harold Atkins--Asst. Prof. English
W. A. Bentley--Asst. Prof. Music
Walter Blinstrub--Assoc. Prof. English
Herbert R. Burgess--Instr. Social Science
Eva M. Baskoff--Assoc. Prof. Secretarial Practice
Al Bogen--Instr. Engineering/Drawing
June Brindell--Asst. Prof. English
Loretta Carsello--Asst. Prof. Business Administration
Ernest Clements (Dean)--Prof. English
Harold Coleman--Assoc. Prof. Chemistry
Helen M. Conlon--Assoc. Prof. Biology
Milton Cooper--Prof. Chemistry
June S. Cordier--Prof. Biology
John E. DeRoule--Asst. Prof. Music
Florence W. Dunbar--Assoc. Prof. Business Administration
Jessie H. Dunn--Asst. Prof. Physical Education
Victor C. Dye--Assoc. Prof. Social Science
Nathaniel Fichtenberg--Instr. Counseling
Francis A. Gaul--Prof. History/Social Science
Thomas Glaser--Assoc. Prof. English
James R. Gray--Assoc. Prof. Mathematics
Sylvia Halpern--Asst. Prof. Counseling
Jack Hendricks--Assoc. Prof. Physical Education
Marybeth T. Herx--Instr. Library Science
Harry J. Hirschhorn--Asst.Prof. Mathematics
Henry H. Horn--Asst. Prof. Business Administration
Virginia Howland--Asst. Prof. Home Economics
Floyd Jacobson--Assoc. Prof. Physical Education
Edwin R. Johnson, Jr.--Asst. Prof. Business
William D. Jordan--Assoc. Prof. English
Bernard S. Kandyba--Asst. Prof. Accounting
Virginia Keenan--Instr. Library Science
Peter Krager--Assoc. Prof. Chemistry
Jack H. Landes--Prof. Art, Architecture, Engineering, Drawing
Milton F. Langer--Asst. Prof. Biology
Raymond LeFevour--Asst. Prof. Counseling
John N. Link--Assoc. Prof. Speech
Gladys M. Lonk--Assoc. Prof. Biology
James L. Lucas--Instr. English
C. Lawrence Lynn--Assoc. Prof. Library Science
James L. Mack--Assoc. Prof. Music
Bernard Malina--Assoc. Prof. Mathematics
Marilyn Mc Carthy--Assoc. Prof. Mathematics
Andrew Melnyk--Instr. Library Science

WRIGHT CAMPUS Cont.

Harold C. Messinides--Asst. Prof. Engineering/Drawing
James E. Miller--Instr. History
Dorothy H. Moriarty--Assoc. Prof. Physical Education
T. Mucha--Assoc. Prof. Engineering
David P. Mueller--Assoc. Prof. Accounting
Charlene Pappin--Instr. Mathematics
Charles P. Polivka--Asst. Prof. Business Administration
Orlando A. Ponzio--Assoc. Prof. Biology
Virgil P. Puzzo--Asst. Prof. History
Glenn Rabideau--Prof. Biology
Vittorio Raineri-Instr. Italian
William Resnick--Assoc. Prof. Psychology
C. Rossetti--Assoc. Prof. Spanish/French
Irving H. Ruben--Assoc. Prof. Data Processing/Business
Robert M. Runde--Asst. Prof. Counseling
Charles H. Schell--Assoc. Prof. Music
Norbert J. Schomer--Asst. Prof. Biology
Charles H. Schultz--Assoc. Prof. Physical Science
Peter R. Senn--Prof. Economics
Rita Silveri--Asst. Prof. English
Charles Simon--Prof. English
Jeanette Skarbek--Assoc. Prof. Biology
Ralph E. Smith--Assoc. Prof. Mathematics
Walter Smith--Assoc. Prof. Physical Education
George Steinbrecher, Jr.--Prof. English
Theodore S. Sunko--Assoc. Prof. Mathematics
Leonard J. Swiatkowski--Asst. Prof. Mathematics
James E. Taaffe--Instr. Business
Angus M. Taylor--Exchange Teacher, Economics
Dollie Tharnstrom--Assoc. Prof. Speech
Tylor Thompson--Instr. Social Science
Samuel Weingarten--Prof. English
Howard G. Wilcox--Assoc. Prof. English
Mitchell G. Zadrozny--Assoc. Prof. Geography

TV COLLEGE

William H. Grede
James J. Zigerell (Dean)